

# **Heritage Fair Research Made Easy For Teachers**

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## **Heritage Fair Research**

### **A. Motivation:**

1. What is heritage? (Establish a definition eg: Heritage is....)
2. What is Canadian Heritage?
  - make web (see Appendix I)
  - use videos (vignettes) and books
3. What is your task for heritage fair?

Your task is to discover and learn about a topic that you find important to Canadian heritage. You will research your topic and present it through a report, display and oral presentation.

This is a school wide fair, you may also have the opportunity to participate in additional fairs in Saskatchewan and Canada.

### **B. Process:**

1. You will find a topic that you are interested in and would like to learn more about it. (Make sure there is enough resources and information on the topic – check with your teacher).
2. You will research your topic using a variety of resources. (internet, books, photos, interviews, newspapers, magazines, videos, etc.)
3. You will produce a written research report explaining your topic, including a bibliography.
4. You will make a visual display (backboard) of your heritage topic. (eg: can include pictures, costumes, artifacts, memoirs, diaries, videos, etc.)
5. You will give a 3-5 minute presentation to an audience and be able to answer questions confidently. Do not read off the backboard.

### **C. Research Made Easy:**

#### **Step 1: How to Find a Topic**

1. Choose a topic that interests you. Have your teacher approve your topic.

#### **Step 2: Be Specific**

1. Narrow down the subject from a general area to something specific.

Eg: Hockey → too general

Rocket Richard's influence on hockey → Specific

### Step 3: How to use Resources

1. Resources can include books, videos, Internet, people, encyclopedias, almanacs. (Station activity Red Hot Resources – Appendix II).

### Step 4: Is There Enough Information?

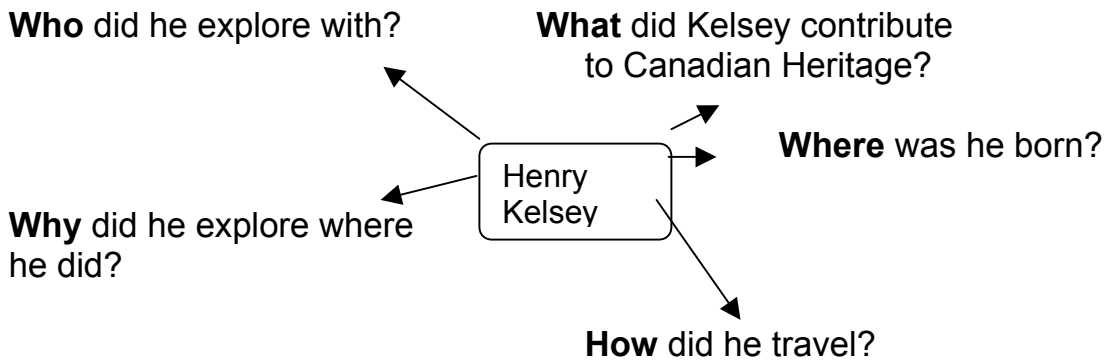
1. See if there are enough resources for your topic. If there are no resources or very few, choose a new topic. (Check website collection on school webpage.)  
[http://www.mlsd66.ca/~gatewaygr/gateway/Heritage/Heritage\\_fair\\_sites.htm](http://www.mlsd66.ca/~gatewaygr/gateway/Heritage/Heritage_fair_sites.htm)

2. This is a time that students can start collecting their resources.

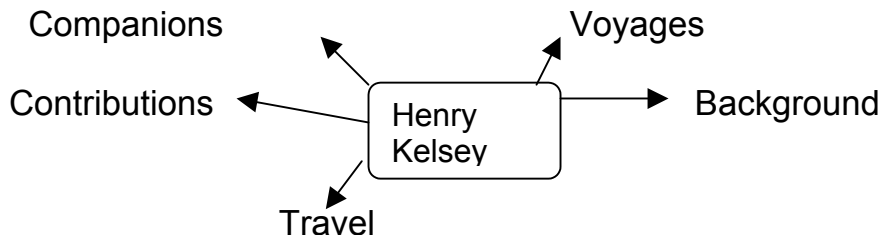
### Step 5: Creating Questions to Guide Your Research

1. As a class activity, the teacher chooses a topic on Canadian heritage:
  - a) The class would brainstorm 10 questions they would want to ask about this topic
  - b) Focus on the 5W's – Station activity on 5W's (See Appendix III).

Eg: Henry Kelsey - **5W's**



Take questions from first web and decide what categories they would fall under.



\*\*\*\* Depending on your students you may find it easier to start with the sub-topics and then move onto the 5W's

**Step 6: Group Questions into Categories**

1. Students develop their own list of specific questions on their topic using the 5W's chart.
2. Students use the 5W's chart to put their questions into common categories from the web. This needs to be explained to students. (Use Appendix III example to clarify)
3. Students then enter their categories and questions into the data chart.

**Step 7: Record Resources - Bibliography**

1. Use Appendix V and additional resources sheets for examples.
2. Show students the proper ways of writing bibliographies.
3. Students can complete the bibliography sampler for extra help. (Appendix VI)

**Step 8: Gathering Your Information – Jot Notes**

1. Suggested activities to do with class: Display or read an article on a topic. Have your class make jot notes on the key points or main idea.
2. Fill in data chart (Appendix IV with jot-notes. (Do not use words you do not understand.) Have teacher approval when finished.

**Step 9: Pulling it Together**

1. Use activity to show how to logically combine sentences and information into the correct categories
2. Take your jot-notes and put them into paragraph form. Use categories as sub-headings.
3. Make sure each paragraph begins with a lead sentence hooking the reader.

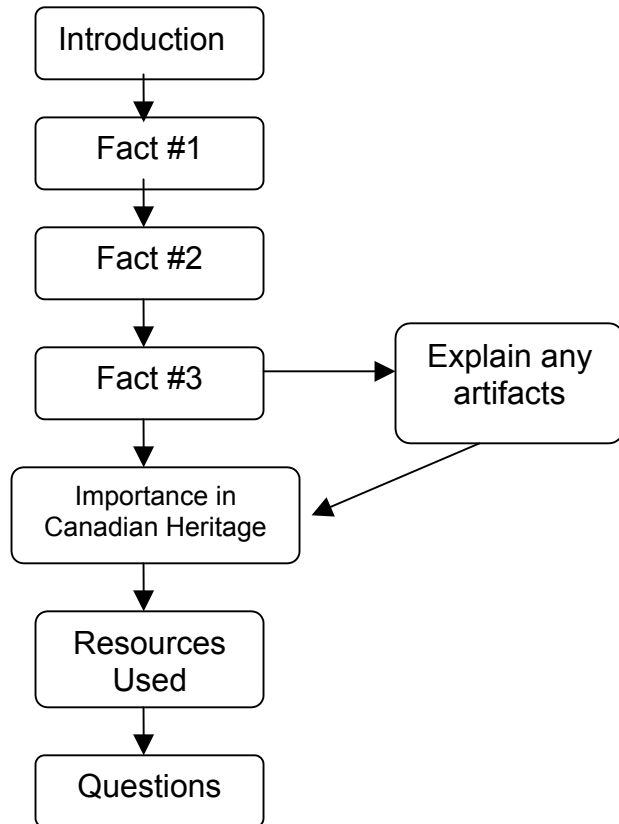
#### **D. Written Report:**

1. Introduction: could be in the form of:
  - a) question – Did you know....
  - b) a fact
  - c) popular quotation
  - d) recent incident
  - e) shocking statement
  - f) description
  - g) quote from an interview
  - h) character or subject information  
(Look at Appendix VII for examples)
2. Take categories and make the body of your essay.
3. Closing Your Report – Reflect on What You Learned (Appendix VIII)
  - a) What was the importance of your topic in Canadian Heritage?
  - b) The most interesting thing I found out was....
  - c) In this report, I have learned.....
  - d) What would you have liked to learn more about the topic you chose?
4. Assemble bibliography – (see Appendix V for examples)
5. Title Page – Topic, Name, & Picture (optional)
6. Checklist – did you finish everything for your written report (see Appendix IX)

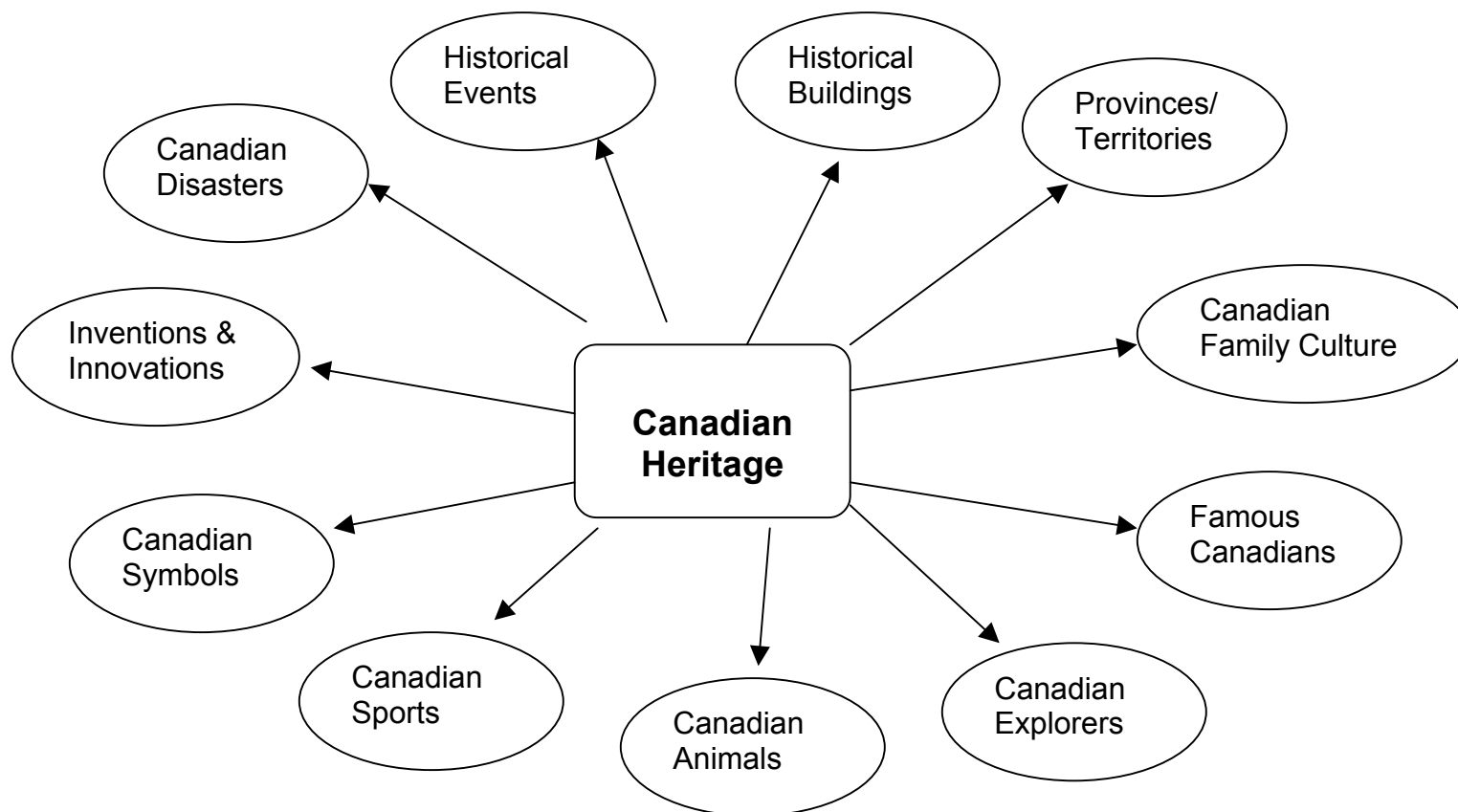
#### **E. Backboard:**

1. Discuss and show examples of good and bad backboards.
2. Sketch out your ideas for backboard (put lots of thought into it)
3. \*Key things to remember:
  - a) Title and your name
  - b) Pictures, Artifacts, and Models – labeled. (Pictures can be sketched)
  - c) Needs to be eye-catching, a clean look, not too busy.
  - d) Written work to go on the backboard should not be the exact copy of the written report. Only use key points and highlights.
  - e) Have headings for key categories
  - f) Be Creative!

## F. Presentation: - Format



## Canadian Heritage Web



## Red Hot References

### Nelson Atlas

1. What large lake in Saskatchewan is Uranium City Located nearby?  
\_\_\_\_\_
2. On what large Island do you find Iqaluit, Nunavut?  
\_\_\_\_\_

### Saskatchewan Map

1. How many kilometers is it from Regina to Saskatoon? \_\_\_\_\_,
2. List a Historical Site in Saskatchewan. \_\_\_\_\_

### Telephone Book

1. If you wanted to call the local museum and wish to visit, what would be the number and address?  
\_\_\_\_\_
2. If you wanted to call a Government Department about Historical Sites in Saskatchewan, where would you call?  
\_\_\_\_\_

### Dictionary

1. Define Petroglyph  
\_\_\_\_\_  
\_\_\_\_\_
2. How can you write the word Abacus in plural form?  
\_\_\_\_\_

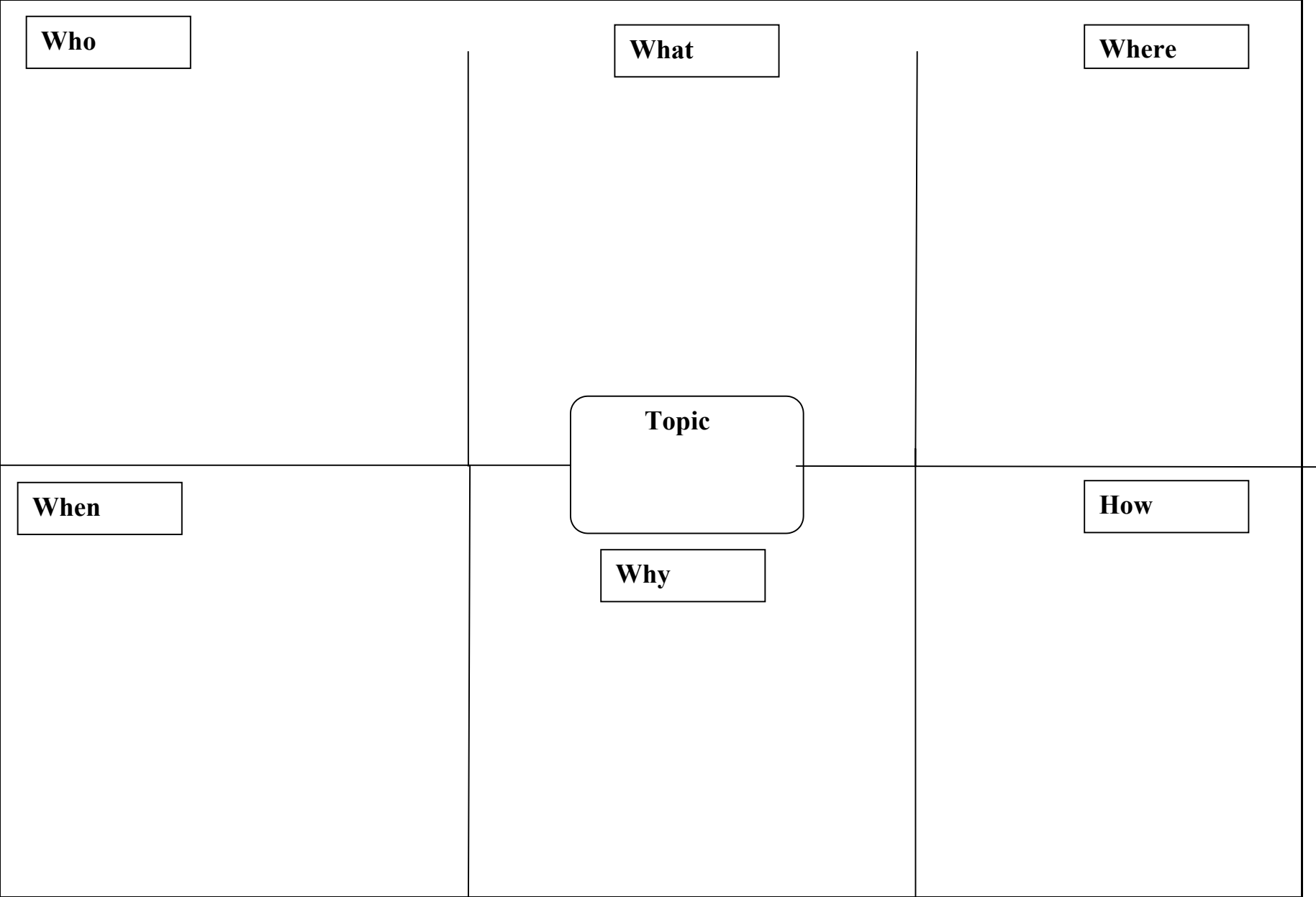
### Thesaurus

1. List five synonyms for dig (verb).  
\_\_\_\_\_  
\_\_\_\_\_
2. What other words mean the same as history?  
\_\_\_\_\_

### Almanac

1. List a famous explorer that explored Newfoundland.  
\_\_\_\_\_
2. Who was the Prime Minister from 1980-1984?  
\_\_\_\_\_





<b>Your name &amp; Topic</b>	<b>Question Category</b>	<b>Question Category</b>	<b>Question Category</b>	<b>Question Category</b>
<b>Source</b>				
<b>Source</b>				
<b>Source</b>				
<b>Source</b>				

**Appendix IV**  
**Sample**

<b>Your name &amp; Topic</b>	<b>Question Category Companions</b> Who joined Henry Kelsey on the voyages?	<b>Question Category Voyages</b> Where did Kelsey travel? How many voyages did he complete? What posts did he work at?	<b>Question Category Background</b> Where was he born? Did he have a wife or children? Where did he first work?	<b>Question Category Contributions</b> How did Kelsey's voyages help following explorers? How did he changed Canadian History?
<b>Source</b> Fur Trade in Canada by Keith Wilson Grolier Ltd Toronto 1980	First Nation People	Along the Sask River The Pas, MB 1692	London, England Hudson Bay Company 1684 1667-1724	First European to see the prairies and great buffalo herds.
<b>Source</b>				
<b>Source</b>				
<b>Source</b>				



## Bibliographies

**Books** – Author (last name first). Title (underlined). City where the book is published: Publisher, copyright date.

**Wyatt, Valerie.** The Kids Book of Canadian Firsts. Toronto: Kids Can Press, 2001.

**Magazines** – Author (last name first). “Title of the article” (in quotation marks). Title of the magazine (underlined). Date (day month year): Page numbers of the article.

**“The Polar Bear,”** National Geographic World, September, 1993.

**Encyclopedia** – “Article,” Encyclopedia Name, Volume Number, (last copyright date).

**“Terry Fox,”** World Book, Volume Seven, 2001.

**Filmstrip or Video** - “Title”, Medium (State whether it is a film, audiocassette or video). Series, date. Time length.

**“Canada’s Native People”, Video.** Profiles Canada, 1999. 14 min.

**Human Resources (Interview)** – Last name, First name, Relationship to topic, Date of Interview (Day Month Year).

**Carter, Joanne, Community Schools Coordinator, 20 January 2004.**

**Electronic Resource (Online Database)** – Author (if known, last name first), “Article,” Title of Publication or Website, Website address, Date you used the material.

**“Terry Fox,” Heroes of Lore and Yore,** <http://www.nlc-bnc.ca/heroes/h6-214-e.html>, January 23, 2004.

**CD-ROM** – Author if known, last name first), “Article,” Title of CD-ROM, (last copyright date)

**Johnson, J.K., “Macdonald, Sir John Alexander” The Canadian Encyclopedia, 2000.**

## Bibliography Sampler

### 1. Book

Author's Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Name of Book \_\_\_\_\_  
Where Published \_\_\_\_\_ Publisher \_\_\_\_\_  
Copyright Date \_\_\_\_\_

### 2. Encyclopedia

Name of article \_\_\_\_\_  
Encyclopedia Name \_\_\_\_\_  
Volume number \_\_\_\_\_ Last Copyright Date \_\_\_\_\_

### 3. Filmstrip or Video

Title \_\_\_\_\_ Medium \_\_\_\_\_  
Series \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

### 4. Electronic Resource

Author (if known) \_\_\_\_\_ Date \_\_\_\_\_  
Article \_\_\_\_\_  
Title of Publication or Website \_\_\_\_\_

Website Address \_\_\_\_\_

### 5. Human Resource

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Relationship to Topic \_\_\_\_\_ Date of Interview \_\_\_\_\_

### 6. Magazines

Author \_\_\_\_\_ Date \_\_\_\_\_  
Title of Article \_\_\_\_\_  
Title of Magazine \_\_\_\_\_ Page Numbers \_\_\_\_\_

### 7. CD-ROM

Author \_\_\_\_\_ Last Copyright Date \_\_\_\_\_  
Title of CD-ROM \_\_\_\_\_  
Article \_\_\_\_\_

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## Introductions

Begin Your Report with a Hook.

Ways you can begin your report:

- a) **A quote** - "I'm not a dreamer, and I'm not saying this will initiate any kind of definitive answer or cure to cancer, but I believe in miracles. I have to." – Terry Fox
- b) **Fact** – The First and only time both the American falls and the Horseshoe Falls on the Canadian side stopped was the night of March 29<sup>th</sup>, 1848.
- c) **Use a Character or Subject Introduction** – Although there is very little evidence today, Canada once operated a top-secret spy training school during WWII named Camp X.
- d) **With Description** – The large but gentle looking polar bear does look cuddly but they are animals to be respected.
- e) **Eyewitness View** – Everyone had gathered around to see the ship burning in the bay. No one really thought there would be any danger, but they would be wrong and Halifax would change forever.
- f) **Question** – Did you know that the first people to wear sunglasses anywhere in the world were the Inuit?
- g) **Shocking Statement** - The World Health Organization estimates that 300 million people will have diabetes worldwide by 2025. Many of these people will lead normal lives because of a Canadian, Dr. Fredrick Banting.

## **Closing Your Report – Conclusions**

Reflect on what you have learned.

**Conclusion can include the following:**

- a) What was the importance of your topic in Canadian Heritage?
- b) The most interesting thing I found out was....
- c) In this report, I have learned.....
- d) What would you have liked to learn more about the topic you chose?



## Heritage Report: A Summary Checklist

- ☐ Define Canadian Heritage
- ☐ Make a web on Canadian Heritage
- ☐ Explain the task.
- ☐ Students choose topic that interest them.
- ☐ Discover a variety of resources (Resource Activity).
- ☐ Assess if there is adequate resources for the topic.
- ☐ Gather resources.
- ☐ 5W's question activity with whole class.
- ☐ Students fill in their own 5W's sheet.
- ☐ Students take their questions and put them into common
- ☐ categories.
- ☐ Students fill in their question/categories portion of the data sheets.
- ☐ Students learn how to write bibliographies and
- ☐ complete a practice sheet.
- ☐ Students practice taking jot notes in class activities.
- ☐ Students take jot notes from their resources and enter them into the data chart.
- ☐ Show Students how to assemble logical sentences from their jot notes.
- ☐ Students build sentences from their jot notes.
- ☐ Through examples help the students create introductions for their reports.
- ☐ Through examples help the students create a conclusion for their report.
- ☐ Students assemble the report adding in a title page and bibliography.
- ☐ Backboard is assembled after class discussion of what makes a good and bad backboard.
- ☐ Students practice presenting their project following the presentation format.

### **Heritage Report: A Summary Checklist**

- ☐ Choose topic that interest you.
- ☐ Discover a variety of resources.
- ☐ Assess if there is adequate resources for the topic.
- ☐ Gather resources.
- ☐ Fill in the 5W's sheet.
- ☐ Take your questions and put them into common categories.
- ☐ Fill in their question/categories portion of the data sheets with subheadings and questions.
- ☐ Learn and write bibliographies in the data sheets.
- ☐ Take jot notes from your resources and enter them into the data chart.
- ☐ Assemble logical sentences from your jot notes and create paragraphs.
- ☐ Create an introduction for your report.
- ☐ Create a conclusion for your report.
- ☐ Assemble the report adding in a title page and bibliography.
- ☐ Assemble the backboard after considering what makes a good and bad backboard.
- ☐ Practice presenting your project following the presentation format.